



# Glendale Unified School District

"Excellence is Worth the Effort"

## Dunsmore Elementary School

### 2002-2003 Annual School Report Card

4717 Dunsmore Ave., La Crescenta, CA 91214-1814

(818) 248-1758

Kindergarten through Sixth Grade

www.gusd.net

#### School Administration

Mary La Masa, Principal

Don Goodman, Assistant to the Principal

#### 2002-03 Board of Education

Pam Ellis, President

Greg Krikorian, Vice President

Lina Harper, Clerk

Mary Boger, Member

Chakib Sambar, Member

#### District Administration

James R. Brown

Superintendent

Dr. Michael F. Escalante

Superintendent

(Effective February 1, 2004)

Alice Petrossian

Assistant Superintendent

Educational Services

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#### Principal's Message

I'd like to welcome you to the Dunsmore Elementary School annual School Accountability Report Card and thank you for taking time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis for such pride with you. The opportunity to do so has presented itself in the form of compliance with state law, more specifically Proposition 98, which identifies the School Accountability Report Card as a required component that every school in California must issue. The purpose of the report card is to afford you further insight into the quality educational program we offer.

It is the belief of Dunsmore Elementary School that students can and will excel in an environment that is tailored to their evolving needs, and conducive to all facets of the learning process. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the stimulation and encouragement to accomplish such feats, but the means to do so as well.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together we will continue to improve our effectiveness in edifying students of today, preparing them to become productive citizens of tomorrow. It is in light of this fact that we welcome any suggestions, ideas, or comments you may have.

Thank you for assisting Dunsmore Elementary School in making our students' experiences here not only memorable, but enjoyable.

-- Mary La Masa  
Principal

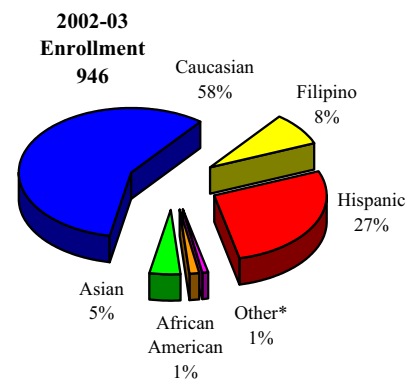
#### Mission Statement

Dunsmore Elementary School, a supportive educational center nestled in an evolving foothill community, ensures that all students will achieve their highest social and academic ability through an engaging environment rich in staff and parent commitment, community involvement, the arts, technological resources, and innovative use of curriculum.

#### Community & School Profile

The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The



\*Includes American Indian, Pacific Islander, "Multiple," and "No Response."

district serves approximately 29,500 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Dunsmore Elementary School, which opened in 1948, is located in the LaCrescenta area of Glendale and serves students in kindergarten through sixth grade. Students from Dunsmore will move on to Rosemont Middle School and Crescenta Valley High School. Students are known as the Hill Toppers and their school colors are green and white.

Operating on a traditional calendar system, the educational programs at Dunsmore are tailored to meet the needs of a changing school population. For the 2002-03 school year, the student population of 512 included 15.6 percent English Language Learners and 5.7 percent eligible for free or reduced-priced meals.

## Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Dunsmore are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Dunsmore's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Building a positive self-image, as well as respect for others, is important to a student's success. The District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. Dunsmore uses the "Here's Looking at You" drug abuse prevention and education program to encourage children to make drug-free, healthy living choices. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as *respect*, *honesty*, *self-discipline*, *citizenship*, and *responsibility*. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

## Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- Chorus
- Chess Club
- Computer Class
- Orchestra
- Math Club

To build self-esteem and recognize student achievement, certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Reading Program
- Citizenship Program
- Outstanding P.E.
- Perfect Attendance
- Presidential Award
- Caught Doing Good

## Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular

basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students in alignment with the district's homework policy. Students are expected to complete their homework assignments on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

## School Leadership

Leadership at Dunsmore is a responsibility shared between district administration, the principal, the assistant principal, instructional staff, students, and parents. The school's Leadership Team, comprised of teachers, classified staff, parents, and administrator, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include:

- School Site Council
- Literacy Team
- Math & Science
- Fine Arts
- History
- Health
- Library Media
- Technology
- Safety
- Junior Fire
- United Way
- Red Cross

## Community Involvement

Parents and the community are very supportive of the educational program at Dunsmore. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Parent Teacher Association
- Dunsmore Foundation
- Rotary Club
- Boy Scouts

## Contact Information

Parents who wish to participate in Dunsmore's leadership teams, school committees, school activities, or become volunteers may contact Principal Mary La Masa at (818) 248-1758.

## Curriculum Development

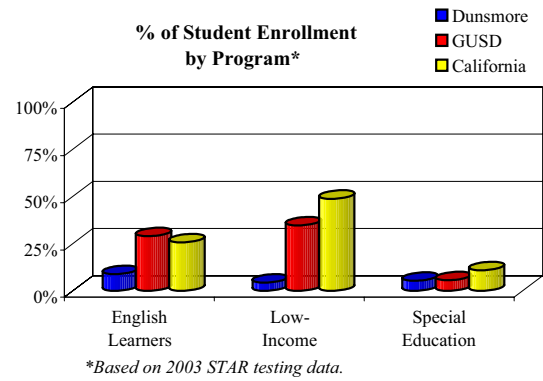
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district and school representatives conduct a formal review of each school's program by looking at how well students performed on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

## No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Although Dunsmore receives no Title I funds, information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Dunsmore Elementary School's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.



## Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Dunsmore Elementary School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed kindergarten inventory
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

Language Arts			Math		
01	02	03	01	02	03
78	88	89	85	91	92

	Math			Writing		
	01	02	03	01	02	03
K	100	96	100	81	76	
1st	92	97		70	83	
2nd	99	94	91	70	65	66
3rd	89	96		83	87	
4th	84	82	74	51	65	68
5th	55	63		89	79	
6th	43	66	62	72	85	91

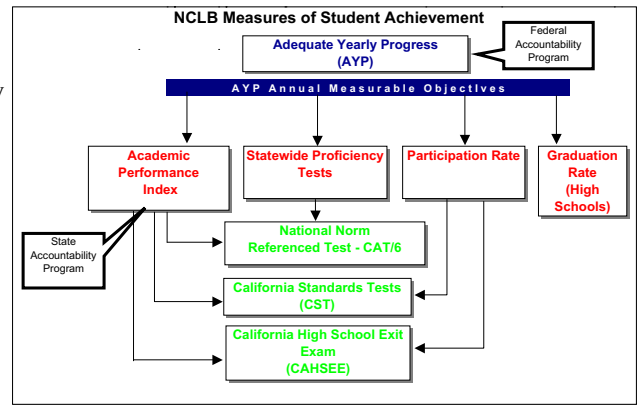
Not tested in 2002-03.

## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.

### California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. Dunsmore achieved Adequate Yearly Progress for 2003.



	01	02
Recognition for Achievement (Title I)	No	No
Identified for Program Improvement	No	No
Exited Title I Program Improvement	No	No
Number of Years in Program Improvement	0	0

	English/Language Arts		Mathematics	
	Participation	% Prof. & Adv.	Participation	% Prof. & Adv.
<b>Target</b>	<b>95%</b>	<b>13.6%</b>	<b>95%</b>	<b>16.0%</b>
<b>Met Target Yes (Y) or No (N)</b>				
<b>All Students</b>	Met	%	Met	%
	Y	100%	Y	83%
<b>Subgroups:</b>				
Asian	Y	100%	Y	91.1%
Caucasian	Y	100%	Y	82.2%
English Learners	Y	100%	Y	79.4%

## Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. In recognition of its students' outstanding efforts, Dunsmore Elementary School qualified to participate in the 2000 and 2002 Governor's Performance Award.



API School Results							
All Students							
	Base				Growth		
	2000	2001	2002		00-01	01-02	02-03
Students Tested	337	327	361	Percent Tested	100	99	100
API Score	856	849	864	API Growth Score	863	872	893
Growth Target	*	*	*	Actual Growth	7	23	29
Statewide Rank	10	10	10				
Similar Schools Rank	6	4	6				
Subgroups							
Asian							
Base API Score	922	913	905	API Growth Score	928	918	931
Growth Target	*	*	*	Actual Growth	6	5	26
Caucasian							
Base API Score	845	835	858	API Growth Score	848	861	887
Growth Target	*	*	*	Actual Growth	3	26	29

*\*Schools that receive an API of 800 or more are expected to maintain that level of achievement.  
Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.*

State Awards and Intervention Programs		
	01	02
Eligible for Governor's Performance Award	No	Yes
Eligible for II/USP	No	No
Applied for II/USP \$	No	No
Received II/USP \$	No	No

## Standardized State Testing

Dunsmore participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.gov/>.

Norm Referenced Test (SAT-9 & CAT/6)																														
% At or Above 50th Percentile																														
	Reading												Math																	
	2			3			4			5			6			2		3		4		5		6						
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03			
<b>All Students</b>	75	77	73	84	80	66	83	81	72	81	77	77	81	88	76	89	88	87	88	94	86	86	92	79	83	87	84	88	92	89
Dunsmore Elementary	75	77	73	84	80	66	83	81	72	81	77	77	81	88	76	89	88	87	88	94	86	86	92	79	83	87	84	88	92	89
GUSD	58	58	52	51	56	39	53	54	44	51	52	45	53	57	57	68	70	62	63	73	64	65	69	62	64	68	62	71	73	72
California	51	53	46	46	47	34	47	49	35	45	46	41	47	48	45	58	62	57	59	62	52	54	58	48	54	57	49	57	60	51
<b>Gender</b>																														
Male	76	81	60	77	88	66	80	71	70	72	82	71	93	79	77	92	85	77	80	96	87	83	89	90	75	92	81	95	90	92
Female	73	73	85	93	66	67	86	90	74	91	74	82	71	97	76	85	91	95	96	90	86	89	94	61	91	83	88	80	94	87
<b>Language Fluency</b>																														
English Learners (EL)	75		59			87			55							94		82		100				73						
Non EL	75	75	78	82	78	69	88	84	74	85	81	80	86	91	80	88	88	88	86	92	85	88	95	80	85	89	87	91	94	90
<b>Ethnicity</b>																														
Asian	93	71		95	75		93	86		79	88		91	80		94	88		99	100		93	91		95	94		96	100	
Caucasian	74	75		74	65		81	72		80	73		85	79		89	85		93	84		93	79		86	82		89	86	

*Ethnicity data not reported for 2001.  
Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.*

## California Standards Test

The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the subject areas tested. The state target for every student is to score at the Advanced or Proficient level.

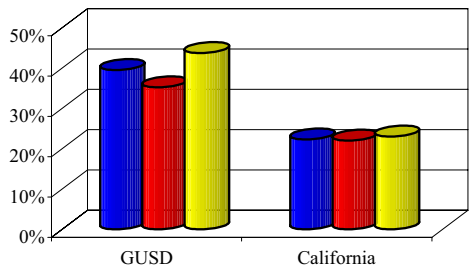
### How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Dunsmore students achieving Advanced (A) and Proficient (P) levels is reported. Data are broken out by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide scores may be found in Glendale Unified School District's Report Card.

## Physical Fitness

In the spring of each year, Dunsmore is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

**% of 5th Grade Students in Healthy Fitness Zone 2002-03**



## Instructional Programs

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Dunsmore is able to offer programs to meet the individual needs of its students.

The District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The district's Gifted and Talented Education (GATE) program is offered to students in grades four through six who have been recognized as capable of attaining high

**California Standards Test (CST)  
Major Content Areas  
Combined % of Students Scoring at Advanced & Proficient Levels**

	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
<b>All Students</b>															
<b>English/Language Arts</b>															
Dunsmore Elementary	59	63	66	64	68	72	71	69	76	66	58	72	64	76	71
GUSD	38	38	41	36	42	43	39	44	52	35	37	47	39	42	47
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36
<b>Mathematics</b>															
Dunsmore Elementary		81	90		75	88		64	82		66	76		69	79
GUSD		51	61		50	58		50	63		48	56		53	57
California		43	53		38	46		37	45		29	35		32	34

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Data unavailable through the California Department of Education.

**California Standards Test (CST) - Major Subgroups  
English/Language Arts  
Combined % of Students Scoring at Advanced & Proficient Levels**

	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Male	60	63	50	61	74	74	69	60	80	60	58	65	63	71	74
Female	58	63	80	67	59	69	73	76	72	73	59	79	63	83	67
English Learners	57		47	67			73								
Non English Learners	60	64	71	57	68	67	74	71	77	70	60	68	69	82	72
Asian		71	71		90	94		86	86		47	81		87	80
Caucasian		64	67		63	67		68	77		63	70		71	70

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Data unavailable through the California Department of Education.

**California Standards Test (CST) - Major Subgroups  
Math  
Combined % of Students Scoring at Advanced & Proficient Levels**

	2		3		4		5		6	
	02	03	02	03	02	03	02	03	02	03
Male	81	83	82	89	60	86	71	74	63	87
Female	79	95	62	86	68	75	61	79	77	72
English Learners			82	74						
Non English Learners	83	91	75	86	66	83	69	73	73	80
Asian	88	94	90	100	93	91	68	88	87	80
Caucasian	83	86	72	86	60	83	66	73	63	82

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. Dunsmore provides additional after school activities for GATE students.

Dunsmore offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs enhance students' understanding and mastery of core subject matter. Students in grades four through six may participate in the Summer Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with a resource specialist, a speech/language therapist, or enrolling in a Special Day Class. All work together to ensure that the needs of special needs students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

### Textbooks & Instructional Materials

The District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and to provide students with their own textbooks. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. Glendale Unified School District follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

Each textbook is formally adopted by the Board of Education following a comprehensive review process. A committee of teachers establishes selection criteria based on state standards, evaluates instructional materials on the state list and discusses the effectiveness of the materials in meeting educational standards. To conclude the process, the committee submits a recommendation to the Board of Education for final adoption.

District Adopted Textbooks		
Subject/ Year Adopted	Series	Grades
<b>Language Arts</b>		
2002	Houghton Mifflin	K-5
	McDougal Littell	6
<b>Mathematics</b>		
2001	Everyday Learning Corp.: <i>Everyday Mathematics, Revised</i>	K-6
<b>History/Social Studies</b>		
2000	McGraw Hills: <i>Adventures in Time and Place</i>	K-6
<b>Science</b>		
2000	Holt, Rinehart & Winston: <i>Earth Science</i>	6
2001	Harcourt Brace: <i>Harcourt Science</i>	K-5

The school's library, staffed by a part-time library assistant, is stocked with thousands of books that are available for students to check out. The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the library on a weekly basis and receive instruction on research techniques and library usage. The teacher resource room contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study.

Each classroom at Dunsmore contains an average of two computers. Computer skills and concepts prepare students for technological growth and opportunities. In the school's 36-workstation computer lab, students receive weekly computer-assisted instruction on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency.

### Counseling & Other Support Services

It is the goal of Dunsmore Elementary School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

Counseling & Support Services Staff			
Dunsmore Support Staff	Number of Staff	Days Available Per Week	Full Time Equivalent
Psychologist	1	1.5	0.3
Nurse	1	1	0.2
Speech Therapist	1	4	1.0
Special Education Teacher	3	3	5.0

The District offers a variety of programs, training, activities, and services to provide for students emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

### Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Dunsmore had 24 fully credentialed teachers.

Dunsmore supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth, as well as for the benefit of the school. During the 2002-03 school year, certificated staff consisted of 26 employees: 53.8 percent with 30+ additional units beyond their bachelor's degree and 38.5 percent holding advanced graduate degrees, such as a master's or doctorate degree.

Teacher Credential Status			
	01	02	03
Fully Credentialed	22	22	24
Working Outside Subject	0	0	0
Emergency Credentials	2	1	1
Interns	0	1	1
Waivers	0	0	0
<b>Total Teachers</b>	<b>24</b>	<b>24</b>	<b>26</b>
Average Years Teaching	16.8	16.5	15.2
Average Years in District	15.2	14.8	13.4

*Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.*

## Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

## Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

## Professional Development

The District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. The district schedules three professional development days annually.

Dunsmore prepares a professional development plan that is aligned with district strategic targets and which uses a variety of resources to assist teachers in refining instructional practice. During the 2002-03 school year, professional development focused on technology, differentiated instruction, and improving student writing skills. Teachers were trained in "Write...From the Beginning" a program which allows teachers to develop schoolwide targets and goals for student writing achievement.

Dunsmore participates in district and school inservices that are based on research and established learning theories. Staff members

build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Dunsmore further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Paraprofessional Teacher Training Program (PTTP) offers assistance to education assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern or pre-intern program.

## School Facilities & Safety

Dunsmore provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1948, sit on 6.53 acres and include 25 classrooms, a library, an auditorium, an outdoor lunch shelter, administrative offices, grassy playing fields, and blacktop playgrounds.

This school year, the Measure K project is making it possible for Dunsmore to improve the facilities of the school. Projects scheduled for completion in the 2002-03 year include:

- Classroom modernization
- Upgrading technology
- Upgrading heating, air conditioning, and ventilation
- Upgrading lighting
- Increasing handicap accessibility

These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program. The maintenance schedule, which included replacing the public address system in 2002, ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Dunsmore has one part-time and two full-time custodians on duty to ensure school facilities remain clean and safe.

Safety of students and staff is a primary concern of Dunsmore. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Staff members monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Dunsmore reviews the plan annually; the plan was last updated and shared with school staff in March 2003. An updated copy of the plan is available to the public at the school and at the district office.

## School Enrollment & Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including

proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school.

Absence reports are reviewed regularly by teachers and the principal. Parents are advised of absences through phone calls and letters. During the 2002-03 school year, the actual attendance rate for all grade levels for Dunsmore was 96.65%.

Dunsmore has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Dunsmore			GUSD		
	01	02	03	01	02	03
Suspensions (#)	4	17	1	3,647	3,425	5,489
Suspensions (%)	0.81	3.31	0.20	12.02	11.30	18.45
Expulsions (#)	0	0	0	47	40	46
Expulsions (%)	0.00	0.00	0.00	0.15	0.13	0.15

### Class Size

Dunsmore maintained a schoolwide average class size of 24 students and a pupil-to-teacher ratio of 20.5:1 for the 2002-03 school year. The pupil-to-teacher ratio varies by grade level and subject area.

	Class Size Distribution								
	Number of Classrooms by Size								
	1-20 Students			21-32 Students			33+ Students		
	01	02	03	01	02	03	01	02	03
K	3	3		0	0		0	0	
1st	2	3		0	0		0	0	
2nd	3	3		0	0		0	0	
3rd	2	4		0	0		0	0	
4th	0	0		1	2		2	0	
5th	0	0		2	2		0	0	
6th	0	0		1	2		2	0	
K-3rd	4	2		0	0		0	0	
3rd-4th	1	0		0	0		0	0	
4th-6th	1	1		1	1		0	0	

*Data unavailable at time of publication*  
*Combination classes may be any combination of grades within the designated grade levels.*

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Dunsmore has implemented CSR in 100% of all K-3 classrooms for the past three years.

### Instructional Time

During the 2002-03 school year, all instructional minutes and days offered at Dunsmore (met/exceeded) state requirements as specified in the California Education Code. For the 2002-03 school year, Dunsmore offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days are used for Back to School Night, Open House, parent conferences, and the last day of school. Each Monday is a "Banking Day." Students are dismissed from school an hour earlier in the afternoon. Each month "Banking Days" allow teachers additional time to meet by grade level, for a full faculty meeting, for professional development, and for instructional planning.

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
	K	36,000
1st-3rd	50,400	50,663
4th-6th	54,000	54,338

### Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

GUSD	Current Expense of Education Per Student*	
	2001-02	
	Statewide Average	
	All Unified School Districts	All Districts
\$6,315	\$6,767	\$6,719

*\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Staff Development
- Educational Technology Assistance Grants
- Year-Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start
- Peer Assistance and Review

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having greater than 20,000 average daily attendance throughout the state.

	Average Salary Information	
	Teachers - Principals - Superintendent	
	2001-02	
	GUSD	State Average
Beginning Teachers	\$37,236	\$35,490
Mid-Range Teachers	\$57,164	\$56,244
Highest Teachers	\$73,765	\$69,568
Elementary Principals	\$95,958	\$93,094
Middle School Principals	\$99,731	\$93,094
High School Principals	\$103,973	\$93,094
Superintendent	\$177,526	\$160,607
Percentage of Total Budget		
Teacher Salaries	44.3%	42.7%
Administrative Salaries	5.5%	5.0%